

## **WEB DESIGN and ADVANCED WEB DESIGN**

Harrison High School

Mr. Grzegorzczuk

[chris.grzegorzczuk@farmington.k12.mi.us](mailto:chris.grzegorzczuk@farmington.k12.mi.us)

248.426.2951

[Student Edmodo Join Code: 5hsa9j](#)

This document explains the major features of the course and was last updated January 30, 2016

Detailed information regarding assignments and due dates can be obtained by referring to this course's educational social network via <https://fps.edmodo.com> or via the Edmodo App. Parents can obtain their unique parent join codes by emailing any one of their child's HHS teachers.

## **Welcome to Web Design!**

My objective as your teacher is to connect you with the knowledge, information, and resources you need to make discoveries and conclusions that will help you learn and reach your full potential. In a safe and secure learning environment I will strive to lead inquiry-based instruction that is conducive to learning. I will share and present course content in innovative and thought provoking ways and utilize industry standard technologies as tools to facilitate learning. I will follow an inquiry-based, student-centered, standards based approach to teaching and active learning. I look forward to working with you.

Web Design has been designed specifically to promote active participation and foster a learning community amongst students through a combination of face-to-face labs and online coursework. Students should expect to budget 3-5 hours each week outside of class for homework and review.

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### **PREREQUISITES**

First course Web Design: None. Students should be comfortable navigating Windows and managing files and folders. Students will be required to access files, links, and open and share documents online. All students must have a Gmail address that can be kept active during the course and access to a computer with a high speed Internet connection for various homework learning activities outside of the school day.

Second course: Successful completion of Web Design.

### **Why should you learn how to design and develop Websites and Apps?**

HTML and CSS power the content delivery on most devices. HTML and CSS are the mechanisms of choice for designing and developing the interfaces we use in cars, televisions, mobile devices, computers, and pretty much every other electronic device being used.

When you learn web design, the greatest “a ha!” moments will come as you realize what HTML and CSS are capable of and how they work. No matter what technologies you are using, the final output always involves these two basic languages in some way. Once you begin to understand some of the bigger web concepts, designing and developing your own websites and apps become great avenues for students to manage projects and to design and develop content on the web while stretching their creative limits and problem solving skills.

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### **COURSE DESCRIPTIONS**

Digital Multimedia & Information Resources Design is a state approved Career and Technical Education (CTE) program consisting of two courses named Web Design (first course) and Advanced Web Design (second course). Each course is one semester (two marking periods) in length. Throughout the first course (Web Design) students will develop skills that lay the foundation for producing effective web-ready communications. Students will learn HTML, basic graphic design principles, and website and app design strategies. During the second course (Advanced Web Design) students will develop a portfolio, learn how to make websites and apps more effective, and will design and develop a web solution for a client (usually a business or professional organization in our community).

Project based activities will focus on facilitating the development of effective web communications. Students will develop a variety of graphical images, logos, banners, websites, galleries, and web-ready graphics. Students will be exposed to the capabilities and structure of advanced HTML and CSS. Students will be exposed to some of the features of Adobe Dreamweaver CS6 to design, develop, maintain, and administer websites and apps. Students will use Adobe Photoshop CS6 to develop wireframes, logos, layouts, and web-ready graphics. The Adobe Creative Suite applications are available in the 383-computer lab and in the HHS Media Center. Free, 30 day trial versions may be accessed via <https://creative.adobe.com/join/starter> for any student who would like to access the software from home.

Four college credits from Oakland Community College will be granted to all students who earn a grade of B or above for each respective course. These credits can sometimes be transferred to many other colleges and universities. Visit the [Oakland Community College Articulation](https://www.oaklandcc.edu/Articulation/) website at <https://www.oaklandcc.edu/Articulation/> for more detailed information regarding this outstanding opportunity to earn college credits during high school.

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## LEARNING RESOURCES

### Ebooks

20 Things I Learned About Browsers and the Web

<http://www.20thingsilearned.com/en-US/conclusion/2>

Dive into HTML5

<http://diveintohtml5.info>

### Social Bookmarking

[Web Design Diigo Group](#)

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### Books

Books we may use that will remain in the classroom that can be checked out as needed (5):

*Teach Yourself Visually HTML5*, Mike Wooldridge. © 2011 John Wiley & Sons, Inc. ISBN 978-1-118-0632-3.

*HTML and CSS Eighth Edition*, Elizabeth Castro and Bruce Hyslop © 2014 Peachpit Press. ISBN 978-0-321-92883-2.

*LAYERS: The Complete Guide to Photoshop's Most Powerful Features*, Matt Kloskowski. © 2008 Peach Pit Press. ISBN 032153416-6.

*Adobe Dreamweaver CS6 Classroom in a Book*. © 2012 Adobe Systems Incorporated. ISBN 0-321-57381-1.

*Information Technology in a Global Society for the IB Diploma*, Stuart Gray. © 2012 Stuart Gray. ISBN 9781468023619. Intellectual Property page 135 and Web Design Overview pages 202-209.

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### Other

[Code Academy](#)

[Mozilla Webmaker](#)

[HTML5 Rocks](#)

[W3 Schools Introduction to HTML5](#)

[Common Craft Videos](#)

[Mozilla Thimble](#)

[PSDTuts+ Photoshop Tutorials](#)

[Tutorial King Photoshop Tutorials](#)

[Web Design Library Photoshop Tutorials](#)

[Designrfix Photoshop Tutorials](#)

## Web Design (First Course) and Advanced Web Design (Second Course) STANDARDS

<http://ctenavigator.org/programs/program/74>

Upon completion of the Digital Multimedia and Information Resource CTE Program students will be able to:

- A. Participate in a user focused design and development process to produce Web and digital communications solutions.
- B. Design and employ the use of motion graphics to create a visual Web/digital designs.
- C. Gather and analyze digital communication customer requirements to best meet consumer needs.
- D. Prepare digital communication product specifications to communicate specifications with various audiences.
- E. Employ knowledge of Web design, programming, and administration to develop and maintain Web applications.
- F. Create and implement a digital communication product to meet customer needs.
- G. Test a digital communication product to evaluate its functionality.
- H. Identify and implement quality assurance processes to deliver a quality digital communication products and services.
- I. Perform maintenance and customer support functions for digital communication products to maintain the delivery of quality products that meet customer needs.

## J. Consider intellectual property issues when creating Web pages.

### PUNCTUALITY AND ATTENDANCE

Arriving to class on time is important in fostering a professional learning environment. A tardy is accrued if you choose not to be in the classroom when the bell sounds. Good attendance is essential for success in this course. Classes will consist of demonstrations, guided practices and discussions, group projects, individual projects, tests, and many other productive proceedings and activities; therefore, good attendance is extremely important. Students perform best academically when they are present, on time, and are not distracted by their mobile devices.

### ACADEMIC INTEGRITY

In the interest of facilitating learning and preparing students for life post high school, an Academic Integrity Code will be enforced to protect the intellectual property of everyone within and outside of our educational community. Please review the [Academic Integrity Code](#) during the first week of class.

[http://www.farmington.k12.mi.us/hhs/pdf/academic\\_integrity\\_code.pdf](http://www.farmington.k12.mi.us/hhs/pdf/academic_integrity_code.pdf)

Plagiarizing, cheating, gaining unauthorized access to or tampering with educational materials will not be tolerated. The [Farmington Public Schools Student Code of Conduct](#) and [Academic Integrity Code](#) will be compulsory.

All students must complete their own work. All students involved in any work that is copied, plagiarized, forged, forwarded, transferred, accessed, or submitted dishonestly will receive an automatic zero for that respective assignment, activity, or project.

### CITIZENSHIP EXPECTATIONS

#### HHS Classroom Citizenship Rubric

(To receive a score, the student meets several, but not necessarily all of the following criteria.)

	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Infrequently Meets Expectations (1)
<b>Effort Work Ethic</b>	<b>EXEMPLARY...</b> <input type="checkbox"/> work ethic <input type="checkbox"/> preparedness <input type="checkbox"/> time management <input type="checkbox"/> assignment completion <input type="checkbox"/> demonstration of initiative	<b>CONSISTENTLY...</b> <input type="checkbox"/> demonstrates strong work ethic <input type="checkbox"/> prepared <input type="checkbox"/> manages time effectively <input type="checkbox"/> completes assignments in a timely manner <input type="checkbox"/> takes initiative	<b>INCONSISTENTLY...</b> <input type="checkbox"/> demonstrates strong work ethic <input type="checkbox"/> prepared <input type="checkbox"/> manages time effectively <input type="checkbox"/> completes assignments in a timely manner <input type="checkbox"/> takes initiative	<b>RARELY...</b> <input type="checkbox"/> demonstrates strong work ethic <input type="checkbox"/> prepared <input type="checkbox"/> manages time effectively <input type="checkbox"/> completes assignments in a timely manner <input type="checkbox"/> takes initiative
<b>Engagement in Learning</b>	<b>EXEMPLARY...</b> <input type="checkbox"/> participation <input type="checkbox"/> openness to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseverance <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contribution to group work	<b>CONSISTENTLY...</b> <input type="checkbox"/> actively participates <input type="checkbox"/> open to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseveres <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contributes to group work	<b>INCONSISTENTLY...</b> <input type="checkbox"/> actively participates <input type="checkbox"/> open to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseveres <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contributes to group work	<b>RARELY...</b> <input type="checkbox"/> actively participates <input type="checkbox"/> open to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseveres <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contributes to group work
<b>Awareness Self &amp; Others</b>	<b>EXEMPLARY...</b> <input type="checkbox"/> demonstration of empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstration of positive behavior <input type="checkbox"/> willingness to work with others <input type="checkbox"/> demonstration of appropriate communication	<b>CONSISTENTLY...</b> <input type="checkbox"/> demonstrates empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstrates positive behavior <input type="checkbox"/> willing to work with others <input type="checkbox"/> demonstrates appropriate communication	<b>INCONSISTENTLY...</b> <input type="checkbox"/> demonstrates empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstrates positive behavior <input type="checkbox"/> willing to work with others <input type="checkbox"/> demonstrates appropriate communication	<b>RARELY...</b> <input type="checkbox"/> demonstrates empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstrates positive behavior <input type="checkbox"/> willing to work with others <input type="checkbox"/> demonstrates appropriate communication

Every student will be held accountable for ALL classroom procedures and for adhering to the FPS Student Code of Conduct.

- Take care of yourself. Take care of others. Take care of Harrison.
- The classroom technology plan will be posted daily. Exam days are always red. Most other days will be yellow. When the room is yellow, students may use electronics for educational purposes as determined by the teacher. Cell phones and electronics may be used for class research, checking Edmodo, note taking, and sometimes for listening to music at low volumes with headphones during independent work as determined by instructor. Texting, using social media for things unrelated to learning, playing games would result in the loss of electronic privileges. **If I feel your device is inhibiting my ability to teach or anyone's ability to learn in any way you will be asked to turn it off and to put it away for the remainder of class.** If the device is turned on or brought out again during the same class period it will be confiscated and submitted to the main office. If this happens a parent must come to school to pick it up and detention time will be assigned.
- Consume food and drinks outside of the computer lab. Water is always OK. Pick up the area around your workstation and put your materials away each day before you leave.
- Use school appropriate language at all times.

- Use restrooms and visit lockers before class. You must have a current planner or you will not be allowed to leave the room. Only one student is allowed out of the room at a time. No passes will be given for any reason during the first or last ten minutes of class.
- Stay in your seat until the bell rings. No one is excused until everyone is seated.
- Students who choose not to follow expectations will prepare a classroom plan or may be assigned detention time. Students that have missing assignments and students who are not meeting expectations on learning goals will be required to attend Hawk Help Tutoring during lunch and/or after school. Failure to attend assigned Hawk Help Tutoring may result in a parent meeting with Administration and further disciplinary measures.
- There is a signup sheet posted near my desk in room 383 for students to use to communicate when they are coming in before or after school to get extra help or to use the computer lab to complete coursework. Please sign up 24 hours in advance and communicate how I can help you learn.

## GRADING AND ASSESSMENTS

Learning goals will be posted daily via Edmodo and in the classroom on the board. Learning goals will identify what students will learn or be able to do as a result of instruction. Students will demonstrate what they learn through learning activities and assignments. Learning activities and assignments are designed to help students reach learning goals. Some learning activities are teacher led (We call these guided learning activities) and some are student led (We call these individual assignments). Students will be asked to identify where they feel they are with each respective learning goal before, during, and after lessons with the following scale.

4-Blue	I know (can apply) it well enough to make connections that weren't explicitly taught or I could teach this to someone else so they could apply it.
3-Green	I can successfully do this by myself and apply what I have learned on my own.
2-Yellow	I'm starting to get it, but I still need some extra practice or coaching to get through this.
1-Red	I am just starting to learn this and could use some more help and practice. I don't quite understand YET.

Guided learning activities, individual assignments, online training, and unit projects are scored as a traditional percentage of marks earned. Grades will be calculated by dividing marks earned by marks possible.

## WEB DESIGN and ADVANCED WEB DESIGN Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Class grades are available via [MISTAR Parent Portal](#).

Each unit will consist of reading assignments, guided learning activities, individual assignments, vocabulary tests online training, and will commence with a unit project or exam. If a unit project or exam has not been submitted due to an excused absence, students will have one extra school day per day of excused absence to complete it without a reduction in grade. **Students who are unexcused on the day of a unit exam or project will not receive credit for that exam or project.**

Your final course grade will be earned and calculated as follows:

40% Third Marking Period Grade  
 40% Fourth Marking Period Grade  
 20% Portfolio Website

**Late Work Policy**

Work is due by 11:59 pm of the due date. A 10 mark grading penalty will be applied to all late work however each student gets 4 “late passes” to use to extend the deadline of an assignment. No permission is required to use these, just use them. Post the words “I want to use a late pass” in the comments section of the assignment submission. Late days are available to account for the various problems and situations that can occur in real life, allowing a little extra time to turn in quality work. Keep in mind that four passes is not much, students should always plan to meet deadlines and save their late passes for real emergencies, etc. I will account for late assignments by posting a late comment via Edmodo and MISTar and keep track of late passes as we progress through the course. This system helps me be equitable when assessing late work so that all students earn final marks the same way. If there are ever extremely exceptional circumstances please contact me about providing necessary accommodations ahead of time. Late passes cannot be used for tests or final unit projects. If an assignment or unit project has not been submitted due to an excused absence, students will have one extra school day per day of excused absence to complete it without a reduction in grade. Students who are unexcused on the due date of an assignment or unit project will not receive credit for that respective assignment or project.

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**DIGITAL CITIZENSHIP**

Students using web-based educational tools are expected to act safely by keeping personal information out of their posts. Do not post or give out:

- Your home address, date of birth, passwords, links or ANY other content unrelated to the course.
- ANY information or comments about another student or staff member.

Students using web-based educational tools agree to not share their username or password with anyone besides their teachers and parents. You agree to never log in as another student.

Students using web-based educational tools are expected to treat them as classroom spaces. All speech that is inappropriate for class is also not appropriate for posting. While we encourage you to engage in debate and conversation with other students online, we also expect that you will conduct yourself in a manner reflective of a representative of this school as outlined in the Acceptable Use Policies in the FPS Student Code of Conduct.

Student web-based educational tools are forums for student expression; however they are first and foremost tools for learning and as such will sometimes be constrained by the various requirements and rules of classroom teachers. Students will be posting solely on topics directed by classroom instruction. Failure to comply can result in loss of FPS computer access and/or credit.

Student web-based educational tools are to be vehicles for facilitating the discussion and analysis of course content. Responses should always be respectful and helpful; if you receive or notice a comment that is not respectful, please inform the teacher right away. Do NOT respond to the comment.

Students who do not abide by these terms will be subject to appropriate disciplinary action as outlined in the Student Code of Conduct.

I have read and understand all aforementioned terms and conditions. I AGREE to follow them at all times.

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## ADVANCED WEB DESIGN LEARNING CONTRACT

I have read and understand the information contained in this course outline / syllabus including the digital citizenship contract, have checked out the required textbooks, and have joined the class Edmodo Group.

Syllabus: <https://goo.gl/5jAevH>

I fully understand and agree to all aforementioned policies and conditions.

Student's Printed Name \_\_\_\_\_

Student's Signature \_\_\_\_\_

Student's Printed **Gmail** Address \_\_\_\_\_

Date \_\_\_\_\_

Parent's Printed Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Parent's Printed Email Address \_\_\_\_\_

Date \_\_\_\_\_

**Students and Parents: Please initial next to each statement and sign and date the bottom prior to Week 2.**

We acknowledge that we have joined the Edmodo Group \_\_\_\_\_

We acknowledge that we have received and have critically read and agree to be accountable for maintaining the [Academic Integrity Code](#) throughout the duration of the course. \_\_\_\_\_

**Students: Please initial next to each statement.**

I agree to check the Edmodo group daily and participate in all online discussions as directed. \_\_\_\_\_

I understand that class time will not be used for makeup work or for planned HOMEWORK learning experiences. \_\_\_\_\_

I agree to meet all due dates communicated via Edmodo. \_\_\_\_\_

I agree to complete required reading and homework assignments throughout the course. \_\_\_\_\_

I understand how grades will be earned and have reviewed grading scales and the late work policy outlined in the syllabus \_\_\_\_\_

I will do my best to not let my mobile device distract me from learning and participating in class \_\_\_\_\_